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Border Education with emphasizing on Giroux 's Educative implications

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Abstract

Modern Socio-philosophical perspective has been arisen in the work of thinkers in recent decades which has been called postmodernism. As this perspective introduces new issues in different areas, it poses new attitudes in the education area. Giroux who is a contemporary postmodernism Theory maker is going to introduce a kind of education in which culture, ethics and politics are very important. As he criticizes the present worldwide education which is based on modernized courses, he proposes border educative perspective. The present article explains his implications in education by an analytical-descriptive method. Findings showed that in his idea, education essentially has got political tendency and the goal of the border education is making a democratic society which is in favour of equality and detecting the borders, observing the differences and understanding them. Education in which other voices are listened is a desired education. The reflection and philosophy of the border education cannot ignore the social and cultural issues of the people because it will fail without them. In the view of border education, we should trespass the mere transmission of understood knowledge in education and consider the teacher as the open-minded of the society and revolutionist.

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Introduction

In the final quarter of 20th century, raising the critics against the consequences of modernism led to the development of a movement which effects on many aspects of individual & social behaviours and assumptions at the beginning of 21st century. Post modernism risen during the recent decades consists of a broad spectrum of different perspectives whose common point is negating and ignoring modernism. Originally, post-modernism is treated as an attempt toward recognizing the problems and dead-ends of modernism and revolutionized the people's thoughts by questioning the validity of knowledge, humans rational reference in world and nature, authority of the dominant thoughts, making any absolute theory and believing the best narrative (Cohven, 1385). In this regard, it should be considered that post modernism is a new approach which has effected many fields of science, literature and typically educational sciences since two last decades. In the first stage, what paved the way for the emergence of this approach was the failure of the modernism in realizing some promises such as democracy, peace and health, social justice under the shelter of the science development and the dominance of the rationality over the affairs. Henry Giroux (1943) as one of the postmodernism thinkers of education has focused on the development of the

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relationship between critical education, cultural studies and radical democracy in his books for more than one decade. By considering Giroux's scientific activities, Douglas Cloner says: after publishing the book about critical education, and contemporary education, Giroux extensively is effected by the postmodernism thoughts about education by publishing the book of border education in 1990 (cloner,2006). He considered the critic of the issues and problems of educational system, culture, race, gender, inequality and injustice and proposed radical or critical educational system pattern, and considers teaching-learning process as a part of a struggle for making fundamental changes in the society. In critical education, he tries to make new forms of knowledge by emphasizing on the rejection of discipline and creating interdisciplinary knowledge. While saying that postmodernism education should be critical, he treats political education as one of the important aspects of the postmodernism education along with many followers of postmodernism movement (Giroux, 2003). So he suggests border education system which isolates many traditional goals of education. At the moment, not paying attention to the social groups, due to racism and sexism, is the first barrier to this goal. So according to Giroux (2003), every thought and philosophy which deny cultural and social language and issues of human beings are condemned to failure. It seems that because of some basic problems in its interior structure, education system has been unable in realizing these goals today. So, to achieve the scientific development, the relationships, values and norms dominated education system should be analyzed. It seems that this issue has not been attended due to more necessary needs. This study requires the responsible policy makers and planners of education to think deep about education. studies have been done in this regard but non about this subject so far. The main purpose of the present study is explaining and analyzing the border education along with emphasizing on Giraud's educational implications which have been considered using an analytical-descriptive (documentary) method. So, it is going to answer what border education is from Giroux's perspective and what dimensions and elements it has.

Findings

Giroux is a critical postmodernist. By considering the relationship between power and knowledge, he tries to create a comprehensive critical attitude whose main subject is resistance. Although he considers himself as a follower of the postmodern approach, Giroux doesn't believe in destroying modernity. His post modernism reacts moderately to modernity. Giroux and Aronowitz writes;" we don't believe that postmodernism proposes a wide gap from modernity". Critical education is not either modernism or postmodernism. As Ernesto Laclav says, postmodernism can not be the simple rejection of modernity, but it is another pattern of subjects and classifications. In addition, both issues as the forms of the cultural criticism have shortages which require to be considered (Giroux& Aronowitz, 1991, 38-65). Giroux believes in criticizing the modernity not destroying it. So he divides it to three parts of social modernity. He negates social modernity. In his idea, this domain is the possibility of democratic revolution. He wants to keep the link with modernism and feminism and postmodernism progressivist political factor as well. In Giroux's idea, aesthetics modernity is combined with social modernity to make the westernization of the best white culture of modernism which introduces the logic of inequality and inferiority dominance(Pinar and other,1996,p.508) In Giroux idea, democracy and democratic general atmosphere are the positive achievements of modernity. The most ideal of modernity designs which is making a democratic general atmosphere requires part of defending critical education discussion which is the necessity of the existence of the postmodern world. He believes that we cannot always assume modern education rejected or negative because the theoretical and practical issue of education and practical issue of education is strongly integrated with modernism language and assumptions. It cannot be ignored that different instructors such as John Davie Tiler Guld believe in modernism ideals like individual capacity for critical thinking, enlightened interest and dreams of freedom and independence. Although criticism perspective linked with Marxism and it is clearer in early criticism founders, Giroux accepts limitations and drawbacks of Marxists perspective in education (Giroux, 1998). Henry Giroux, the theory maker of education, analyzes American education using Paolo Ferrier's opinion and proposes critical learning whose object is learning how to distinguish, analyze and solve the problems (Noddings,1995.p.69), based on which he proposes border education in which many traditional goals of education are given up. Border education tends to know the borders, observe and understand the differences. Critically looking at education, he is going to propose a kind of education in which all groups, especially isolated ones who cannot give their ideas since they are under the dominance of the dominant culture, are taken part. Nicolas Brow, Bliz and Berick (1999) questionize the dominance of the influential culture of educational institution by proposing critical pedagogy. Unlike traditional instructors treating education as a neutral subject, post modern instructors

believe that it is a political subject. So, Giroux argues that education not only should be treated as the creator of the knowledge but also should be the creator of the political activists. Critical education should link general education with the necessities of a critical democracy rather than rejecting the language of the politic (Giroux, 2004, p.724). In Giroux's idea (1998), critical education should be enriched with the general philosophy which is dedicated to meet the early responsibilities of the schools. It means the school should be converted into the critical educational places serving to create a general territory of the citizens capable of imposing power over their own life especially over the conditions of creating and learning knowledge. Such an education should consider attitudes, representations and the needs of young new generation which have been created due to the recent historical, economic and cultural communications. He argues that education is not only the creator of knowledge but also the generator of the political subjects. This kind of knowledge needs a theory to consider the teacher as the changeable enlightened who have filled especial social and political posts. In addition, it needs a special dictionary and language to redefine issues like power, justice, attempt and inequality (Giroux, 1996). The role of the teacher as the common part of modern and postmodern interests is very important in border education which Giroux thinks about. He introduces teacher as the enlightened and wants to reject the common belief that teachers simply needs to gain skill by emphasizing on enlightened element (Giroux, 1999. p.30). He believes that teachers are redeeming thinkers, cultural practitioners, struggling and revolutionizing enlightened in the critical educations; and their features include moral and critic bravery. They provide conditions by which they and their learners can rethink about their experiences to distinguish cruel relationships and propose methods to remove them. According to this idea, the teachers must enter the conversation among all students into their pedagogical activity in education course, and make an atmosphere for rethinking and introducing different subjects using and forming different discussion groups so that all students could participate independent of their race and social class. He recommends a kind of conversation centered education in which tendency toward co working and collective activity is promoted and interpersonal and intergroup relationships are created based on cordiality.

Giroux (1996) discusses the concept of border education under the titles of "counter text ", "counter memory" and "politics of difference" in his book of postmodernism education. These concepts mean that border pedagogy makes students to be able to get familiar with the differences of cultures and various grounds or texts and look at them critically. They should try to make their history and narratives, not to constrain themselves to one special ground and not to accept everything remained from the past so that they could criticize the relationship between knowledge and power (Giroux, 1991.p.118)

There is no predetermined curriculum in this idea and it is generated by interaction and cooperative work. So, curriculum should be a reflection of variety and provide opportunities for the teachers to deepen their perception in different discussions and in political and value ground. So, Border education gives the students the needed opportunities to involve in multiple sources and references which form different cultural codes, experiences and languages .In this way, the students will know the codes, treat them critically and understand their limitations (Farmahini Farahani, 1383.p.128). Giroux introduces cultural studies in education in the book of "toward postmodern education" and prescribes it as a general pedagogy for schools. He uses the cultural studies to introduce enlightened means for changing the education .He argues that cultural study can provide tools so that the teachers and other cultural responsible can treat the issues critically (Giroux, 2006.p.350). Therefore, explaining the performances of the school by talking about cultural and educational policies, thoughts, ideologies, power history, race, gender and their relationship with school processes are the main goal in critical education. In his educational theory, he believes that sensitivity to the human differences and enhancement of the aggrieved are the most powerful forces of postmodernism moral features. In his idea, social dialog and differences for improving education in a democratic and pluralism society are important because they can prevent the growth of antisocial avarice. So, post modernism critical education can be considered as a factor which makes a situation for evaluating and discussing different ideas which build the society .The political nature of Giroux education which includes an important perspective about the difference politic (race ,social class and gender) has suggested a relatively new insights. These insights show how the social and personal identities have been made. Then, it points out that these identities are not made by the evident dominance but by the delicate narratives of power in curriculum and school structures. The new understanding created by these insights can better make the students free and motivates the instructors' sensitivity to the broader dimensions of their work. Aronowitz and Giroux (1991) argue that a desired education in the postmodernism perspective is one in which other voices are heard. They believe that education is

a political process because it seeks to maintain the frame of culture and running a certain government with certain values. Education is the biggest guard for the past cultural system. Generally, Giroux's border education can be explained as following:

- 1- Moral-centered: morality should be the center of education. (Here, morality is introduced as the general and uncontroversial concepts which are considered in human rights deceleration.)
- 2- Knowledge creating and structure breaking: critical knowledge should pave the way for creating new knowledge and reach new conclusions by breaking the structures and overcoming the limitations of the existed order.
- 3- Emphasizing on the cultural and political pedagogy: cultural studies should be prescribed as the general pedagogy in the schools. Political pedagogy is considered as the most important aspects of pedagogy in postmodernism. Political education and cultural studies are treated as the main axis of education.
- 4- Criticizing and rebuilding the curriculum: the traditional patterns of the curriculum as well as the occult and informal patterns of curriculum should be strongly criticized and rebuilt.
- 5- Cultural reproduction: education should create the necessary capabilities in the students for the purpose of cultural reproduction and creation of new knowledge.

Table 1: The main dimensions of the features of Giroux's pedagogical Theory

Main dimensions	Main features and characteristics
The goals of pedagogy	Preparing critical and aware citizens for active participation in society.
Pedagogical methods	Discussion and dialogue centering
curriculum	The importance of interdisciplinary curriculum and occult curriculum Connection with life experiences and issues
teacher	Change creating thinker Cultural practitioner critic
school	Free general atmosphere according to the cultural and lingual variety
student	Critical and aware citizens flexible

Discussion and conclusion

According to the mentioned issues, because postmodernism is an attempt for recognizing the intricacies and dead-ends of modernity, it is a desired and fruitful movement. The role of postmodern thinkers in developing critical thoughts particularly in education is undeniable. Henry Giroux, the prominent representative in the education, studied the critic of the problems in educational system, culture, gender, race, inequality, injustice and proposed critical or radical curriculum pattern, based on courses and principles accepted in the critical theory. Explaining the performances of the schools by talking about educational and cultural policies, thoughts, ideologies, power, history, race, gender and their relationships with school processes is his main object in the critical education. In his theory (of border education), he believes that sensitivity to the human differences and enhancing the aggrieved are the strongest moral features of postmodernism. He points out that social difference and talking are important for developing education in a democratic and pluralism society because they can prevent the growth of antisocial avarices. So, postmodernism critical education can be considered as a factor which creates an opportunity for evaluating and discussing different ideas which build the society. Also, he emphasizes the critical role of the teacher as a change creating thinker whose duty is helping the students take their social and persona responsibilities. Giroux argues that the instructor should give the students an opportunity for extending their critical capacity in order to fight and change the existed social and political conditions rather than simple adaption. Teachers should equip the students with the skills by which they need to place themselves in the history, find their voice and enforce their necessary beliefs and sympathy to impose civil courage. We should go beyond the pure

transmission of received knowledge and achieve an active position in future orientations and facilities. In this dimension, it can be confessed that having a logical critical moral is among the main features of border education. This issue can help, as *Freier & Habermas* say, redeem them, and as Giroux says, educates the critical citizens. Having a critical moral is not a new subject among the philosophers and thinkers. It should be remind that although the critical perspective is the achievement of the 20th century, it is used in the perspectives of the philosopher like Socrates, Plato, the follower of the Confucius and the leaders of Indian priests in the east. Therefore, the root of the critical education is hidden in the critical thought. Paying attention to the moral and spiritual pedagogy of Giroux and McLaren's position in considering the differences and margins and that how the other(who has been driven to the margins of the culture) can add important aspects to the learning community and his emphasizing on social talking which is realized by attracting the central students to the margins adds another strong moral aspect to his theory. So, to Giroux, morality should be considered as the main issue in critical education. The critical theory has seen extensive revolutions in the areas of the cultural, political and pedagogical issues; however, there are some critics against it. We can say that Giroux's pedagogical perspective, as a critical theory maker, has got both positive aspects and drawbacks. Separation from the real world of schools, not performing his theories in educational systems and practicability of his theory in the education course and especially in curriculum are among the limitations of his theories.

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